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ABSTRACT

This presentation reviews the history of the Southern Association on Children under Six (40th, Richmond, VA, April present, and identifies emergent historical themes of the organization, its leadership, and its membership. SACUS began in Nashville, Tennessee, on March 27, 1948, when Polly McVickar called a meeting of 27 persons who were interested in the education and welfare of young children in the South. Early SACUS councils and conferences illustrated the organization's commitment to racial equality. Leadership and presenters at conferences were outstanding. These have remained constant. Themes emergent in SACUS's history emphasize the organization's commitment to the importance of: (1) children and high quality care; (2) training caregivers and establishing standards; (3) influencing public policy; and (4) multicultural education. It is suggested that these themes can serve as guides from the past and provide a springboard for the future. (RH)

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REFLECTIONS

YESTERDAY: Where have we been? Guidelines from our past

D. Keith Osborn
The University of Georgia

I wish to thank the conference committee and the SACUS executive board for allowing me to present the keynote address at this, the Fortieth Annual Conference of the Southern Association on Children Under Six. When I reflect on the tremendous influence and impact of the members of this organization on the children of our nation, in general -- and on the children of the South, in particular, I feel most honored to be a part of this fortieth anniversary meeting.

I would like to dedicate my remarks to the memory of Polly McVickar, whose vision was largely responsible for the creation of SACUS and to Helen Harley, longtime Treasurer of SACUS, whose insistence on fiscal responsibility lead to the creation of the SACUS headquarters.

I would also like to thank Jane Alexander for her help and encouragement and for furnishing me with the historical materials which were compiled by Alma David. These materials helped provide insights into the early beginnings of SACUS and some of the excitement which was generated by the early founders of this organization.

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SACUS began in Nashville, Tennessee, on March 27, 1948, when Polly McVickar called a meeting of 27 persons who were interested in the education and welfare of young children. When I was in the early planning stages of this presentation, I called Jimmy Hymes to get an interesting anecdote on those first meetings in 1948, in Nashville, which lead to the establishment of SACUS.

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While Jimmy was thinking and after a long period of silence, I finally suggested ..."Wasn't it a dark, stormy night -- and amidst thunder and lightening someone uttered those famous words -- WE NEED TO ESTABLISH A GROUP CALLED SACUS !" Still more silence, and finally Jimmy said, "I really can't think of anything really unusual." While I did not obtain the exciting pronouncement I wanted, Hymes did say -- "You must mention that Polly McVickar was the real motivator behind the effort to get a group established. She was very concerned about the needs and well-being of children in the South. I do remember that the original group was composed of teachers, directors, social workers, psychologists, educators, and parents who were interested in the welfare of young children."

Let us set the stage for the beginnings of SACUS:

1948, was the second anniversary of the end of World War II. Harry Truman was president -- after defeating Thomas Dewey. In 1948, the new State of Isarel was established. And 1948, was the year of Truman's Point Four Program and the Marshall Plan. There were less than 10,000 TV sets in the United States -- and there were no television stations in the South. Bread was 9¢ a loaf and coffee was 27¢ a pound.

SHOW OVERHEAD # 1:

In this overhead we see several interesting statistics. Our country was enjoying the post war "Baby Boom." The population in 1948 was about 150 million and there were about 18.5 million children under five years of age. In the intervening years we have had a percentage decrease in the number of infants born -- However, by 1989, we are once again getting a slight "Baby Boomlet" -- we now

have a under five years of age child population of 23.3 million and a total U.S. population of 247 million persons.

Even with the postwar rise in Cooperative Nursery Schools, only a few children (about 4%) attended nursery school in 1948. Today about 33% of all three to four year olds attend some type of nursery school or day care program.

Less than 50% of all children in the United States attended kindergarten in 1948. Most of those youngsters were in big cities in the Northeast, Midwest, and Far West. Very few children attended kindergartens in the South. Today, most five year olds attend kindergarten.

In a few Southern colleges and universities there were some early childhood programs -- however, most of those programs were in departments of home economics. Early childhood education graduates usually did not receive a teaching certificate in kindergarten and/or elementary education. Actually, the profession of early childhood education was in the doldrums. I remember Katherine Read saying to me, "I am hesitating to encourage my students to enter kindergarten teaching. The pay is very little -- and there are almost no jobs in the field." You might be interested to know that, in 1948, at Merrill-Palmer, the pay for a trained teacher with a master's degree was $2,800.00.

In 1948 only 10% of mothers with children under age six worked. Today, over 50% of mothers with children under six are gainfully employed. I do not have any statistics on mothers with infants and toddlers for the postwar years of the 1940s. However, we do have figures for 1989 -- In 1989, about 47% of mothers with children under three years of age are currently in the workforce.

While I was unable to locate any meaningful statistic -- the traditional family household in 1948 was the "Father Knows Best" family -- composed of a male worker with a homemaker wife and two or three children. In 1989, only 11% of American households are composed of what we would term, "the traditional American family."

In 1948, there were no state or federal laws concerned with child abuse. It was not until 1950, that the state of Colorado enacted the first laws concerned with child abuse. Today there is a federal law and every state has legislation concerning child abuse.

END OF OVERHEAD # 1:

Now, let us return to the original group of persons who started SACUS. That group, initially called the Nashville Council for the Education of Children Under Six, agreed on the following goals:

- To promote an understanding of sound standards for nursery and kindergarten education by acquainting the public with the values of good education for children under six.

- To coordinate all individuals and organizations engaged in the various services for young children in the community.

- To promote and support nursery school and kindergarten legislation as well as all other measures dealing with the welfare of young children.

- To extend and widen information on the educational needs of children under six, through meetings to include discussions, educational films, demonstrations, talks, reports, and so forth.

Invitations for membership were sent to all persons in the community who were interested in these goals. One thing that was

unusual for that period of time in the South was the fact that the Nashville Council was open to all persons, "regardless of race or religious belief." This certainly represents one of the first organizations in the South to work for a positive change in racial relations.

I have prepared some overheads which highlight some of the significant events during the forty years since this original organizational meeting.

SHOW OVERHEAD # 2:

1948 Nashville Council
1950 Conference # 1 Held in Nashville . 134 persons from 9 Southern States. Conference proceedings were given to each member.

1951 Conference # 2 was also held in Nashville with 140 persons in attendance. (As an interesting side note -- the Keynote Speaker for these first two conferences was Jimmy Hymes. He spoke for free at the first meeting and received a pair of shoes for his small daughter, Jody, as his honorarium for the second conference. I do have to say that Jimmy firmly denies this -- but I received that tidbit from a highly placed reliable source.)

1952 SRACUS (Southern Regional Association on Children Under Six. -- Met in Louisville KY)

Note: The goals for SRACUS were similar to those stated in 1948 -- The goals included: To aid in promoting public kindergartens throughout the South; setting of health and educational standards for nursery and kindergartens by local groups; support of desirable legislation affecting young children and encouragement of state and local associations to aid in attaining these objectives.

1953 Daytona Beach (524 persons -- SACUS established an trend-setting policy for that period in the South. SACUS insisted that ALL members had to be accommodated in hotels on an equal basis.)

1954 SACUS (Name change at 1954 conference in Biloxi, MS.)
1959 State Affiliations (Florida first state to affiliate)
1959 Outstanding Service Award (Jesse Stanton, Bank St. 1st)
1971 Business Office- Helen Harley, First Manager
1973 DIMENSIONS - First issue published in March 1973. Joan First, first editor. Current Ed.: Kay Powers.
1974 Headquarters, Little Rock (Jane Alexander, Adm. Asst.)
1974 Helen Harley Memorial Fund
1985 Public Policy Committee -- Decision by the SACUS Board to have a major impact on policies that shape the lives of children and families. Includes: Organizational strategies to better articulate public policy and Communication strategies to help influence people and agencies to make positive decisions related to children & families.

1989 Membership 15,348

END OF OVERHEAD # 2:

In the next overhead, I would like to present to you a sampling of the leadership in SACUS during the past forty years. However, before I show this slide, I must emphasize that it is a sample of the many outstanding persons who have contributed their time to SACUS and to the betterment of youngsters in the South. I realize that I have omitted a number of excellent leaders -- but, in spite of this limitation, I wanted to give you an idea of the caliber of the SACUS leadership.

SHOW OVERHEAD # 3:

Now, as I present this overhead, I would like you to ask yourself -- "How would you like to have this group of persons to be the professors in your department of early childhood education or how would you like to have this group teaching your own children..."

~~(TO KO -- READ A FEW OF THE NAMES AND LET AUDIENCE READ NAMES .....)~~

END OF OVERHEAD #3:

One of the strengths of SACUS has been the Annual Conference. I first heard about SACUS conferences from Ralph Witherspoon in the early 1950s. I remember his enthusiasm about the Daytona Beach meeting. But my most impressive memory of SACUS conferences was that the membership received the Conference Proceedings. (Thanks to Josephine Hoffer and her husband.) We did not have this excellent resource in MANE -- the Midwest Association for Nursery Education. However, I used the SACUS proceedings with my graduate students. The articles represented the "cutting edge" in terms of information about early childhood. (Remember that the only true ECE journal at that time was CHILDHOOD EDUCATION from ACEI. NAEYC did have the NANE BULLETIN -- but it had only a few articles and much of the information was of the "house organ" variety, rather than a professional journal, per se.

I thought you might like to step back in time and look at a sample of some of the keynote speakers at SACUS conferences.

SHOW OVERHEAD # 4:

Looking at this list is like a review of the past half-century in our field. This list represents the "Who's Who in Child Development and Early Childhood Education." For example, I think the best speech I

ever heard was the talk given by Laura Zirbes -- and I have never been more inspired than when I would hear Jimmy Hymes talk about the importance of being a five years old -- and of the importance of keeping the CHILD in CHILDHOOD.

(PAUSE) As an aside ... I remember Agnes Snyder once saying that the most interesting debate in the field of kindergarten education was the debate between Patty Smith Hill and Susan Blow at Columbia University in the early 1900s. The subject was the Froebelian Kindergarten vs. the new kindergarten and the "new" psychology. And, I must admit, I wish I could have been there .... (PAUSE) However, I think that one of the most spirited exchanges in early childhood education took place in Houston, Texas, at the 1973 SACUS conference when Sigfried Englemann, Connie Kamii, and Lillian Katz were on a panel entitled, "Confrontation in Clarification." And I was there!! Of course, there was the time that you could see Don Rapp explain child development -- as he did his juggling act... If I remember correctly, the three balls represented the parent, child, and the teacher. And, for a rousing speech give me Christine Branche or Eugene Howard and his sidekick, "Fed." And for many of us, the most enjoyable times at SACUS occurred in the evening -- long after the speeches and the panel discussions -- when teachers compared notes and sat at the feet of Helen Harley and heard her tell how she helped Ramona Ware survive the presidency of SACUS.

END OF OVERHEAD # 4.

In preparing this speech, I went over the events in early childhood education during the last forty years. I reviewed the highlights of all the past SACUS conferences; I scanned the issues of DIMENSIONS. I even listened to Jimmy Hymes' tapes. The past four decades have been full of exciting changes in our field. Now I must admit that I am tempted to review the influence of Project Head Start in Early Childhood Education and the part played by many of the

SACUS members. Jimmy Hymes and I were on the original planning committee and I had the honor of being the first Educational Director.

When I began to gather a staff, I asked Ralph Witherspoon to come to Washington to head the area of parenting and to write the guidelines for parent and community participation in Head Start. I should also mention that many SACUS members served as Head Start consultants and went all over the United States to help communities write proposals and guidelines for Child Development Centers. They worked evenings and on weekends to help communities understand the value of early childhood education programs. The first Head Start consultants I invited were from SACUS. They were Nancy White, Helen Canaday, Ruth Highberger, and Fan Brooke.

I was also tempted to review the research of the 60s -- the impact of Piaget and Burton White; the education models of Susan Grey, Glenn Nimnicht, and David Weikart. But time will not permit this type of review. However, Walt Hodges presented an excellent review of these happenings at the Arkansas Association Annual Conference in 1986. This splendid keynote address appears in the October 1987 issue of DIMENSIONS. It is required reading for my graduate students -- and I offer it to you.

As many of you know – my background is in clinical psychology. Years ago, there was a therapeutic technique which clinicians often used to determine the "make up" or the "personality" of a client. The therapist would observe the client and determine the "themes" -- or the "thematic perceptions" which the client had -- and this technique would give the therapist insight into a client and his or her true feelings and values.

I decided to use this technique in my Reflections -- That is, to examine the "themes" of SACUS -- to see where SACUS has been and what SACUS has emphasized. A number of "themes" emerge which I

believe can provide us with real insight into SACUS and its leadership and its membership. I believe that these themes from the past can serve as a springboard for our move into the future.

Theme # 1: This theme weaves its influence throughout the entire forty years of SACUS ... The importance of the value of children and the commitment to provide children and their parents with appropriate educational experiences and quality child care.

We see the evidence of this theme in the early statement of goals made by the original founders back in 1948. We see evidence of the importance of children in the early conferences: The very first keynote address, by Jimmy Hymes, was entitled, "What is good education for young children?" In other conferences there have been a number of speeches and discussions on the role of parents. For example, in 1958, Grace Langdon gave a presentation entitled, "Parents and teachers working together for children."

We see evidence of this theme in the position statements made by SACUS on Programs for 4 year olds and Appropriate Educational Experiences for Kindergarten.

Even in the late 1940s, there were workbooks and ditto sheets -- The early founders fought against a "pressure cooker" curriculum for fives. In the 1980s, the only things that has changed are the names of the players and the names of the pressures. We have always fought for appropriate educational experiences for kindergarteners. However, I particularly like our position papers because they clearly articulate various problems and provide caregivers with information which can be disseminated to parents, school boards, and legislators.

We also see evidence of this theme in the recent SACUS position paper on Quality Child Care. This statement clearly shows the

philosophy of our membership. The major points of this position include: "The child needs to feel that the situation is a safe and comfortable place" ... "the child needs to learn to feel good about himself" ... "the child needs to be fully employed in activities that are meaningful to him" ... For example, this means we support curiosity in children; we value play as the child's natural mode of learning and support it with materials and guidance that assure growth through play.

This position paper also points out that "A child needs to develop ability to live comfortably with other children and adults." And high quality care must provide a physical environment that is supervised, clean, and well maintained. It must provide materials which encourage physical activity and mastery of large and small motor skills. I should point out that this excellent position paper was written by former SACUS president, Mildred Dickerson, with Martha Ross and Ruth Ann Crum.

There are a number of good points in all of our position papers. For persons in the audience who are day care directors -- I hope you are sharing position papers with your staff. These excellent documents can be used for discussions at your in-service staff meetings. For persons in the audience who are teachers -- I hope you are sharing position papers with your parents. They can provide parents with a clear statement of your philosophy -- and explain your curriculum. For persons in the audience who are college professors -- I hope you are sharing position papers with your students. They can help students understand the trends and practices in programming and quality care.

Theme # 2: The importance of education and training for persons who work with young children -- the importance of establishing standards for programs and for persons who work with young children.

Here again, we see this theme in the early goals established by the Nashville Council. There have been monumental changes in child care standards over the past 40 years. In 1948, only two Southern states had licensing programs in place. Since its inception, SACUS has worked toward improving standards for programs for young children. For example, in the January 1989 issue of DIMENSIONS, Jo Ann Nalley points out the role of Cathy Grace and SACUS as driving influences in the establishment of the Kindergarten Advisory Committee in Mississippi. In the same article, Nalley gives examples of SACUS leadership roles in other states throughout the South.

One of the major contributions of SACUS has been its emphasis on upgrading programs and the recognition that caregivers should possess a sound knowledge of child development. SACUS has constantly worked to alert the public and the profession of the need to provide strong training for our teachers. Through its conferences, the journal, DIMENSIONS, and various publications; SACUS has provided guidelines for the profession and the general public.

The position papers and the resolutions which have been developed by SACUS over the past forty years clearly state the our concerns about young children. These statements have included positions on parenting needs, television programming for children, class size and, as I mentioned earlier, developmentally appropriate experiences for kindergarten children, and quality child care. These position papers and resolutions lead into the third theme ---

Theme #3: The importance of legislation as it impacts on the lives of children.

The wisdom of the Nashville Council is evident in their early statement -- you will remember that one of their goals was, "To promote and support nursery school and kindergarten legislation as well as all other measures dealing with the welfare of young children." This statement was a harbinger of things to come: In the 1960s, politics really entered the child care arena with the advent of the Office of Economic Opportunity and Project Head Start. The 1970 White House Conference, certainly a political-educational entity, recommended that there be a national spokesperson, a defender, an advocate for children. (As an aside, I should point out that Mildred Souther, Betty Pagan, and Alma David were official SACUS representatives to that White House Conference.) In 1971, acting on this recommendation, the Office of Child Development established the National Center for Child Advocacy. SACUS has been quite active in this area of advocacy for children and, in 1985, created the Public Policy Council -- to create a link between advocacy and other SACUS activities.

In her Presidential Message in the October 1988 issue of DIMENSIONS, Jo Ann Nalley said, "Each SACUS member has a position, a platform, a stamp of professionalism that none could obtain individually ...How can we make our numbers felt and acquire strength? Only by banding together and acquiring the identity that comes through organization."

Is it working -- Consider this: President Bush and 30 of the 50 Governors mentioned young children in their state-of-the-state messages. Also, many persons running for Congress made the education and welfare of children an integral part of their platform. As someone said, "Forty years ago most politicians barely knew they had children of their own!"

I would like to quote from an article in the January 1988 issue of DIMENSIONS -- written by Janet Camp. I believe her statement is quite appropriate. She writes, "Early childhood educators are finally coming of age in the legislative arena. Acknowledgement by educators of the role politics enjoys in the education of young children is a major step in using the system to beat the system. Combining energy, knowledge and financial resources, advocacy groups become powerful forces which are respected and consulted by legislators and agency directors when making policy and monetary decisions."

If we are to make a significant impact on the lives of children we are clearly going to have to acknowledge the tie between education and politics. We must recognize that collectively we are a force to be reckoned with -- and we must exercise this force at the local, state, regional, and national level if we are to get legislation passed which will improve the lives of young children. (As an aside, let me mention that NAEYC has an excellent booklet entitled "Speaking Out: Early Childhood Advocacy." This booklet is MUST reading for anyone planning to work as a child advocate. One section outlines the work of Bitsy Miller & Cathy Grace with the Mississippi advocates.

Theme # 4: This theme bridges SACUS from the past to the present. This theme recognizes: The importance of the value of multicultural education in the future of our children, our nation, and our world.

In 1988, SACUS developed a position paper on multicultural education. This paper is most needed and is most timely. As America becomes more proliferated with people of diverse backgrounds and people who are keenly interested in maintaining their cultural identity, the need for a stronger multicultural focus becomes even greater. When such a focus is evident, there will be less discrimination based

on race, sex, class, age and physical disability and more understanding and acceptance of people in our society.

In its position paper SACUS recognizes that it is important for educators to create and maintain a society where there is mutual understanding and appreciation for people whose backgrounds, customs, and values are different. The position paper points out that a better understanding of multicultural education is developed through understanding and respecting the differences between cultures; developing a positive attitude toward one's own ethnicity...and to provide appropriate experiences for children to become better equipped with skills, knowledge and attitudes necessary to live in a multicultural/multiethnic society.

This paper recognizes the importance of modeling and states that parents and teachers share the responsibility for enhancing multicultural awareness in young children...the role of the teacher is to help children develop positive attitudes and values -- to create learning environments which facilitate multicultural awareness, to foster the development of self-esteem in children, and to foster better communication between parents and teachers. The authors of this powerful position paper are Jimmie Battle, Janet Black, Marcia Guddemi, and Angelina O'Bar.

This theme brings us up to the present and points the way toward our future, because demographic and technological changes are occurring with unprecedented speed in our society. Some of the biggest changes relate to population shifts, changes in the racial mix of young children, and changes in family lifestyles. All of these changes will impact on our children and their education.

My task for this presentation was not to look at future trends. But, these themes --

- the importance and value of children & quality care
- the importance of training caregivers; of establishing standards
- the importance of influencing public policy
- the importance and value of multicultural education

can serve as guides from the past and provide a springboard for the future.

However, I would like to refer you to an excellent article in DIMENSIONS by Valora Washington, which does look toward the future and has implications for everyone in the field of early childhood education. The article is appropriately named, "Trends in Early Childhood Education." It is a two part article and appears in the January and April 1988 issues of DIMENSIONS. Washington cites five trends which early childhood educators can expect in the 1990s. The article is well written and thought provoking.

Finally, I would like to quote from an article by Patricia Smith, a past president of SACUS. She said:

A question often posed to me is "How is SACUS different from other organizations of its kind?" My answer is, "It is not very different." Historically speaking, SACUS began with a group of teachers, directors, social workers, psychologists and parents who assembled to discuss the value of forming an organization that would concern itself with the needs of young children in the South...

SACUS was viewed as a "grass roots" organization. Many members who served young children who were underpaid and received little recognition from communities who did not realize the importance of early education. They gained respect and self-worth through participation in SACUS.

Does SACUS really have to be different? It does not! The work to be done in behalf of young children is monumental ... it is a play to

be staged ... with many roles ... each in search of able and talented actors inside and outside the Early Childhood profession. Energies must be directed toward networking with allied organizations, toward relative issues and concerns whether they be local, state or national in scope. I believe that maintaining this attitude helps us to be more effective in our work for young children and encourages the audiences to whom we direct our concerns, to be more responsive to the needs of our constituents...

SACUS has responded to changes; changes in time, in membership, in needs, issues and concerns. As a result we have changed in size and flavor of our publication, conferences, workshops, leadership training — our services to affiliate states; in our involvement with public policy; in our participation with broader-based groups such as COC, NAEYC, and OMEP...

As SACUS continues to take inventory, retrospectively and introspectively, our analysis of the the findings is a guiding force in setting new directions for the future. Additional planning is contingent upon the "state d'art" as well as projected social, economic, and political overtones...

In her article, Pat Smith referred to the 1984 SACUS Conference in Lexington ... without her permission I am going to change the date and the place --- The 1989 SACUS Conference to be held in Richmond, Virginia, will present another opportunity for each of us to celebrate our SACUS Heritage by participating in workshops and seminars, by formulating and presenting resolutions, by attending SACUS business meetings and auxiliary sessions, by sharing with others part of our personal and professional growth. Our active involvement and commitment continues to be a part of SACUS history in the making. Plan now to be a part of SACUS history!"

I thank you...

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OVERHEAD # 1

1948	Then & Now	1989
18.5 Mil	Child Population	23.3 Mil
4%	Attend Nursery Sch.	33%
50%	Attend Kindergarten	95%
10%	Working Ms (< 6 yrs)	50%
--	Working Ms (< 3 yrs)	47%
--	Traditional Family	11%

OVERHEAD # 2

SACUS HIGHLIGHTS

1948	Nashville Council
1950	First Conference
1952	SRACUS
1953	Daytona Beach Conf.
1954	SACUS
1959	State Affiliation (FL)
1959	Service Awards
1971	Business Office
1973	DIMENSIONS
1974	Headquarters
1974	Helen Harley Memorial
1985	Public Policy Committee
1989	15,348 Members

OVERHEAD # 3

SACUS Presenters

Jimmy Hymes Jessie Stanton Mayce Southall

Emma Sheehy Arthur Combs Boyd McCandless

Millie Almy Laura Zirbes Lucille Lindberg

Mary Ellen Goodman Ruth Hartley Alma David

Judy Cauman Margaretta Rudolph Gerthon (Buck) Morgan

Walt Hodges Christine Branche Allen Weintraub

Mary Sweeney Bill Hartup Pauline Park Wilson Knapp

Louise Bates Ames J. McV. Hunt Edward Zigler

Bernard Spodek Nancy Rambusch William Rioux

Evangeline Ward Bernice Milburn Moore John Flavell

David Weikart Vladimir de Lissovoy Eugene Howard

Sigfried Englemann Lillian Katz Constance Kamii

Burton White Bettye Caldwell Joe Frost

Verna Hildebrand Bill Martin Clarice Wills

Jim Young Lillian Webber Barbara Bowman

Millie Cowles Urie Bronfenbrenner Carol Seefeldt

Viola Brady Bettye Caldwell Roger Neugebauer

OVERHEAD # 4

SACUS Leadership

Polly McVicker Alma David Gean Morgan Virginia Chance

Millie Cowles Mary Elizabeth Keister Evangeline Ward

Kathryn Warren Opal Woffard Sarah Lou Hammond Fan Brooke

Velma Schmidt Ruth Highberger Josephine Hoffer Jean Shaw

Rosemary Althouse Leone List Margaret Cone Isabel Unruh

Ralph Witherspoon Nan Ingram Willie Fletcher Ethel Montgomery

Virginia Stapley Alice Powell Ruth Jefferson Dorothy Forsythe

Lee Masters Sylvia Carothers Ruth Lambie Helen Reger

Jacqueline Davis Barbara Finck Elinor Hogg Mary Harper Clark

M. McPhaul Sallie Beth Moore Patricia Smith Tommie J. Hamner

Jane Goldman Irene Puckett Mildred Dickerson Marlene Wright

Alice Kousser Ramona Emmons Helen Harley Marilyn Goff

JoAnn Nally Leah Butler Elinor Hay Elsie Chichester Kay Powers

Kevin Swick Helen Canaday Jeannette Watson Betty Pogue

Lynell Rogers Allee Mitchell Betty Pagan Janet Keith

Sharon Meinhardt Janet Black Margaret Puckett Paul Wirtz

Ruth Crum Pat Henry Anne Hunt Lucille Everhart Jo Cleek